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ABSTRACT

This guide is designed to supply information to professionals who work with grandparents. A panel of grandparents and professionals met during a 1-day retreat to review parenting information. The manual describes the situation of grandparents raising their grandchildren, provides a guide to materials addressing some grandparents' parenting needs, and lists resources that may assist them in their parenting activities. The bulk of the guide describes 26 parenting resources and provides the following information for each resource: (1) description of the material; (2) program format; (3) ordering information; (4) cost; (5) reviewers' notes on strengths of material; and (6) reviewers' notes of limitations of material. The review panel reported that in general, the materials were appropriate for grandparents, although a fair amount of information contained in the materials reflected a Eurocentric middle-class standard. Five appendices include a list of grandparent support groups in Missouri, information for educators, and a list of national resources. (KB)

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ED 433 110

# Grandparents Raising Grandchildren

## A Resource Guide for Professionals

ParentLink.

PS 027801

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# Grandparents Raising Grandchildren:

# A Resource Guide for Professionals

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*by*

*Griselda R. Williams*
*Vivian L. Murphy*
*Christine Sheriff*
*John Millspaugh*
*Carol Mertensmeyer, Ph.D.*

ParentLink.

# Grandparents Raising Grandchildren:

# A Resource Guide for Professionals

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First Publication: Fall 1998

Copies of
Grandparents Raising Grandchildren: A Resource Guide for Professionals
may be obtained by contacting ParentLink at 1-800-552-8522 (in Missouri) or
573-882-7321. Or see ParentLink's Web page: http://outreach.missouri.edu/parentlink

ParentLink.

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**The Missouri Division of Family Services** provided the contract to support final editing, printing of this publication, and placing this information on ParentLink's Web page.

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**Kathy Berck**, grandmother with Head Start.

**Brenda Berger**, children's services worker with the Boone County Division of Family Services.

**Molly Duncan** with the National Parents as Teachers Center.

**Lois Fitzpatrick**, coordinator of the Gerontology Certification Program at the University of Missouri-Kansas City.

**Sara Gable**, assistant professor and state specialist for Human Environmental Sciences, University of Missouri Extension.

**Gladys Hood**, home and community services area supervisor with the Division of Aging.

**Stella Johnson**, grandmother who is featured on the poster and public service announcement.

**Johnetta Morrison**, assistant professor in the Human Development and Family Services Department at the University of Missouri-Columbia.

**Nina Murphy**, assistant director for Minority Division of Aging.

**Janet Shepard**, training coordinator with Practical Parenting Partnerships.

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ParentLink.

ParentLink is an organization within Missouri that works to create healthy environments for children by strengthening family support systems on a community and statewide level. Some programs target parents directly, and others target community members who are working to support parents.

Although administered by University Extension, program leadership comes from a coalition of many organizations and agencies.

Within ParentLink, there are three program areas:

Through **Family Resources**, ParentLink helps families and professionals obtain the information they need to support families and communities. Within the Family Resources unit there are

- A toll-free ParentLink information line available to parents and professionals;
- A loan library of books, audiotapes, videotapes, and curricula;
- A comprehensive, computerized statewide database of over 7000 programs that serve children, youth, and families; and
- Parenting education opportunities (materials reviews, program leader's trainings, and technical assistance).

Through **Community Development**, ParentLink supports individuals and community collaboratives to strengthen local family support systems.

Through **Public Awareness**, ParentLink, along with other community members, educates the public about a variety of issues that face parents. This objective is accomplished through posters and other print materials, radio public service announcements, and TV public service announcements.

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## INTRODUCTION

ParentLink is pleased to present Grandparents Raising Grandchildren: A Resource Guide for Professionals. This guide is designed to supply information to professionals who work with grandparents. Provided in the manual are a brief introduction to the situation of grandparents raising their grandchildren, a guide to materials that may address some grandparents' parenting needs, and a listing of resources that may assist them with their parenting activities.

### Project GrandPARENT

The Missouri Division of Alcohol and Drug Abuse provided funding to ParentLink for Project GrandPARENT for the purpose of providing support in obtaining information, materials, and program resources to inner-city African-American grandparents raising their grandchildren.

ParentLink developed a media campaign as a means to link grandparents to resources. The campaign included the development of a poster and a public service announcement depicting an African-American grandparent with grandchildren. The poster has been distributed in the St. Louis inner-city area and throughout the state of Missouri.

In order for ParentLink staff to understand the needs of grandparents raising grandchildren, staff members met on several occasions with "The Grandparent Group" in St. Louis, Missouri. A monthly support group for grandparents raising grandchildren, the Grandparent Group consisted primarily of low income, racial minority grandparents. Group members shared their parenting concerns, some of which were specific to the grandparents, with ParentLink staff. The group members also provided input for the grandparent poster and public service announcement, which reflect their suggestions.

To determine if parenting information was appropriate for the needs of grandparents, ParentLink established a review panel of grandparents and professionals. The professionals who served on the committee work with grandparents and/or are grandparents themselves. The committee met to review parenting information during a one-day retreat which ParentLink facilitated. The grandparent review panel provided us with a wealth of expertise and insight. This document reflects their comments and perspectives.

There is substantial research concerning grandparents who are parenting grandchildren, but limited grandparent-specific curricula are available. Some grandparents turn to traditional parenting curricula for help with their parenting needs, but many would prefer curricula designed for grandparents' unique challenges. We explored several avenues to acquire parenting information specific to this population and found that much of it surfaced in the form of resource information.

Several of the national grandparent support groups offer newsletters, manuals, and pamphlets to educate parenting grandparents. Though many of the written materials can not be considered traditional parenting curricula, they are nonetheless informative and appropriate to the needs of grandparents.

There are numerous education/support groups located state- and nationwide for parenting grandparents and for grandparents in general. Though these groups do not offer parenting information in the form of traditional parenting curricula, they appear to be one of the most positive resources for grandparents. During our visits with the Grandparent Group in St. Louis, we found that the group offered support, education, kinship, a means of expression, and empowerment to the grandparent participants. Listings of state and national grandparenting-related groups are found in Appendices A and B.

Our committee reviewed general parenting resources as well as resources designed specifically for grandparents raising grandchildren. Summaries of the reviewed items and excerpts from the reviewers' comments begin on page 4. The principles of evaluation used to assess the resources are detailed in Appendix D. In general, the committee felt the materials were appropriate, though commented that a fair amount of information reflected a Eurocentric middle-class standard.

Many professionals have dealt with grandparents in their work, but may not feel proficient with the current issues and national trends related to grandparents raising grandchildren. For an introduction to the statistics and issues, and as a starting point for further research, we have included the major portion of Kleiner, Hertzog, and Targ's article (with references) on this subject (see Appendix C.)

We realize that the search for grandparent-specific curricula is ongoing. We are interested in learning about additional curricula. Appendix E is a recommendation form inviting readers to tell us about other materials. We hope you enjoy the guide!

# RESOURCE SUMMARIES AND REVIEWERS' COMMENTS

**ANGER MANAGEMENT AND VIOLENCE PREVENTION: A GROUP ACTIVITIES MANUAL FOR MIDDLE AND HIGH SCHOOL STUDENTS**

by Teresa Schmidt, L.C.S.W., B.C.D.

This manual for group facilitators describes how to establish a support group for at-risk students. It includes material on the theoretical bases for anger management and violence prevention. A subsequent section contains a group guide for anger management and violence prevention, and descriptions of eleven group sessions. The last section provides support materials for the group, such as handouts, group certificates, parental consent letters, progress notes, and a screening-interview outline. It includes references and suggested readings, resource materials, and resources for help.

**Program Format:** Teacher's manual

**Ordering Information:**

Wisconsin Clearinghouse
Bursar's Office
1552 University Avenue
Madison, WI 53705
1-800-322-1468

**Cost:** $59.95

*Reviewers' Notes on Strengths:*

- *Excellent workbook for child, parent, and grandparent. Easy to follow and do.*
- *Covers all members of the family, along with male and female issues.*
- *Could be invaluable for helping a grandparent raising troubled teens.*
- *Appropriate problem solving. Appropriate for middle and high school children.*
- *Encourages respect for children. Discusses alternatives to corporal punishment.*
- *Can promote child/grandparents communicating and relating.*
- *Provides options for children to think about.*
- *This workbook helped me to understand where the anger of my 13-year-old grandson comes from and how to work with it.*
- *Situations for discussion include children from all types of family/living background.*
- *Allows children to explore strengths of their family structure.*
- *Material meaningful to intended audience.*
- *Persons of color and other minorities presented in variety of roles. Culturally relevant themes and family issues presented.*
- *Information presented without condescending.*
- *Stereotypes not used.*
- *User-friendly, reading level appropriate, adequate (good) quality, and appropriate language.*
- *Any grandparent raising older children could benefit from involving their charges in such a program as outlined in this book. But especially the children -- they need it!!!*
- *Gave some instances of different stages of development.*
- *Uses step families, one parent families, etc.*

*Reviewers' Notes on Limitations:*

- *Tends to stress more apparent dysfunctions.*
- *Would probably be better used by professionals maybe in conjunction with workshop with parents.*

## BLACK GRANDPARENTS AS PARENTS

by Lenora Madison Poe, Ph.D.

This book, written by a therapist who leads a Grandparents As Parents support group, describes a study of the emotional adjustment of grandparents who are the primary caregivers for their grandchildren. This book's intended audience is not only the grandparents, but also professionals or others who are concerned about the needs of grandparents raising grandchildren.

**Program Format:** Book

**Ordering Information:** Lenora Madison Poe Publications
2034 Blake Street, Suite 1
Berkeley, CA 94704
510-845-7189

**Cost:** $13.95

*Reviewers' Notes on Strengths:*

- *Book has lots of good points. It is enlightening and gives you a sensitivity to the issue. Makes you aware of what grandparents sacrifice in taking on this responsibility. I would consider it very useful as a training resource for professionals.*
- *Encompasses diversity in family structure and function. Discusses age differences in grandparenting in mid-life and older life. Gives some important issues to consider.*
- *Talks about single grandparents and couples.*
- *Explains the difference between grandparents raising grandchildren in the past and now.*
- *Information is presented in a clear, concise, and logical pattern. It is well-organized in format.*
- *Discusses developmental needs of grandparents. Gives suggestions for encouraging and empowering grandparents. Problem solving is discussed. Much documentation of research.*
- *Would be excellent resource for setting up a grandparents' support group. Good suggestions for discussion.*

*Reviewers' Notes on Limitations:*

- *This would be a good resource for a social worker who would work with such families. It would not be as good for the grandparents themselves. There is a lot of identifying problems and little suggestion of how to resolve them.*
- *This book presents findings from a research study on black grandparents. The clientele of ParentLink would likely not find this informative. Staff workers and professionals, though, would find usefulness in information from the study's results.*
- *This book would be too technical for grandparents to use as a resource. It has professional and technical content that is more conducive to workers in helping professions.*
- *I was surprised that stereotypes about black grandparents as parents were not dealt with.*

## CHILD SEXUALITY CURRICULUM FOR ABUSED CHILDREN AND THEIR PARENTS

by Toni Cavanagh Johnson

This workbook contains a curriculum for abused children, young teens, and their parents, in six sections, addressing important issues regarding healthy sexuality.

**Program Format:** Workbook

**Ordering Information:**

Toni Cavanagh Johnson, Ph.D.
1101 Fremont Avenue, Suite 101
South Pasadena, CA 91030
626-799-4522

**Cost:** $23.00

*Reviewers' Notes on Strengths:*

- *Ideas are consistent with theory and practice by probing into what both parent and child thinks. I feel the workbook challenges a parent's ideas and opinions.*
- *Addresses a variety of viewpoints and offers explanations on many views of gender, religion, family members' roles, etc.*
- *Addresses diversity in family structure and function. Strives to eliminate male/female stereotypes.*
- *It seems to cover socioeconomic status thoroughly and appropriately.*
- *Very easy to read and follow. I could not see where religion or gender was a problem.*
- *Encourages discussion of beliefs and actions, and how these beliefs became a part of us.*
- *Material will empower grandparents who would participate in this workshop or class. Addresses most of the items in this category (human development theory and practice) thoroughly and appropriately.*
- *Helps those involved to deal with abuse, and how to understand and address sexual topics and questions. Does not sanction corporal punishment.*
- *Useful curriculum if presented by a well-trained individual.*
- *It helps us learn how to deal with the questions and give the correct responses.*
- *This is a very good workbook for both child and parent to work with.*
- *Either children or adults could read this book and stay interested.*

*Reviewers' Notes on Limitations:*

- *Some things make me uncomfortable. Going into the parent's behavior does not always help child. Parent may want and need to encourage child to act more responsibly.*
- *I feel discussion fosters understanding, but I think the leader of this group would have to be careful not to oppose adults' values. I realize children have different values from parents but I could see if this weren't handled with wisdom there could be a widening of the gap instead of strengthening parent-child relationship.*
- *I personally would not use it.*
- *I think discussion groups are good but I don't like the approach of the workbook.*
- *Workbook will not reach grandparents in my area. I feel that they would not be comfortable using it. Perhaps with younger parents it would be all right.*

## EVERYTHING YOU NEED TO KNOW ABOUT BEING HIV-POSITIVE

by Amy Shire

One of a series of books from "The Need to Know Library" for young people, this book covers topics like what it means to be HIV-positive; the emotions of denial, fear, and anger; legal rights; taking care of one's body, mind, and spirit; making decisions; and hope. It also includes a glossary of new words, where to go for help, and a bibliography for additional reading.

**Program Format:** Book

**Ordering Information:**

Rosen Publishing Group
29 East 21st
New York, NY 11803-0760
516-349-5520
Fax: 516-349-5521

**Cost:** $16.95

*Reviewers' Notes on Strengths:*

- *Information is appropriate to child's development level. Encourages self-respect and dignity in spite of serious medical issues. Adequately explains human losses and feelings about the losses. Advises persons to get counseling; this is very important.*
- *A source book to inform about HIV.*
- *The book attempts to relieve some stress by indicating HIV is not a death sentence. Explains that emotional feelings will surface. I felt no sanction of emotional or psychological abuse.*
- *Very appropriate for youth. I feel they can easily read and obtain sense of the information they need.*
- *It is user friendly, not lengthy. I think examples help teens to connect.*
- *Book is appropriate for mature children and teenagers.*
- *User friendly to younger population.*
- *Relates HIV in a down-to-earth manner, giving accurate information.*
- *Very appropriate for intended audience. The level of text seems appropriate for early adolescent.*
- *Information is presented in a non-condescending manner.*

*Reviewers' Notes on Limitations:*

- *The title is misleading; I don't think any book contains everything I need to know.*
- *Discusses a variety of situations that cause HIV infections, but does not address parenting.*
- *The pictures have two minority persons included. Both are black. I would think it should be more inclusive than this. I did not see the book as culturally insensitive. It just gives a better idea of the extensiveness of problem if all are included.*
- *An information # and hotline would be helpful. The "where to go for help" section leaves out local health department, which can often provide a wide range of services.*

## EVERYTHING YOU NEED TO KNOW ABOUT DRUG ABUSE

by Jacqueline A. Ball

One of a series of books from "The Need to Know Library" for young people, this brief, simply-written book for young people describes a variety of drugs, from cocaine to hallucinogens to glue to alcohol and tobacco. It includes sections on how to say "no" to drugs and when it is time to get help. This book also contains a glossary and a bibliography for further reading.

**Program Format:** Book

**Ordering Information:**

Rosen Publishing Group
29 East 21st
New York, NY 11803-0760
516-349-5520
Fax: 516-349-5521

**Cost:** $16.95

*Reviewers' Notes on Strengths:*

- *This could be used with parents to initiate discussion about drugs. It gives helpful information which would encourage teens to abstain.*
- *Does very well in showing how abuse has affected people in various occupations. Gives youth a chance to explore the lives of the persons mentioned to determine if they want to travel the same road.*
- *This material is effectively constructed. Gives basic information in a concise manner. Persons of different races and various genders are portrayed effectively.*
- *Gives practical strategies that a young person needs to know. Various not-for-profit groups are listed as resources.*
- *This book is helpful and easy to read. Not lengthy, which helps it to reach more youth. They won't read anything that's too long. Good examples help them to connect with the book.*
- *It explains very well the danger of drug abuse.*
- *Explains very well what will happen if drugs are used.*
- *This book fits into every family: poor, rich, or middle class.*
- *Children would be able to understand what is being said, and adults would be able to stay interested.*
- *It explains how drugs can contribute to abusive behaviors toward other people.*
- *Written for kids -- high school kids are examples -- reading level more like 5th grade.*
- *Readable. Accurate.*

*Reviewers' Notes on Limitations:*

- *This book could be helpful, but the youth that need it most probably won't read it.*
- *A more helpful resource for the grandparent project might be an adult edition. Many of the kids are children of addicts.*
- *Page 12 states that abused children often grow up to be abusive parents -- that sure is discouraging and maybe not as "true" as we used to think.*

## EVERYTHING YOU NEED TO KNOW ABOUT GRIEVING

by Karen Spies

One of a series of books from "The Need to Know Library" for young people, this brief book is written on a simple level for children. It addresses such topics as what is the "right way" to grieve, learning to talk about death, a death in the family, when a parent dies, and what happens with families after a member's death. The book also includes a glossary, resources for additional help, and a bibliography for further reading.

**Program Format:** Book

**Ordering Information:**

Rosen Publishing Group
29 East 21st
New York, NY 11803-0760
516-349-5520
Fax: 516-349-5521

**Cost:** $16.95

*Reviewers' Notes on Strengths:*

- *Stages of grief are covered, purpose and process of grief are covered. Boils down what I learned in a semester long/graduate level course on death pretty well.*
- *Discusses divorce, separation, death of friends, family, and pets.*
- *Discusses the feelings of grief and gives scenarios about loss.*
- *Suggests acknowledging grief.*
- *Could be used by grandparents to help grandchildren cope with loss or separation from parent.*
- *Racial diversity.*
- *Useful as a resource for teens and or grandparents.*
- *Examples depict various family structures, ethnicities, and incomes. Pictures also representative.*
- *Examples are of high school age youth. Reading level is about 5th grade, which is probably appropriate.*
- *Examples of loss, kids' experiences at time of divorce, and money problems.*
- *Well written, readable.*
- *Could be an important resource. Kids being raised by grandparents would be at greater risk for loss of primary caregiver by death due to age.*
- *Problem solving skills are geared toward a young person. Intended audience is young people.*
- *Wide variety of situations discussed from a young person's viewpoint.*
- *Reading level is appropriate for older children and teens.*
- *This book could be used by a grandparent to give to a child to read. Situations and discussions are appropriate for older children and teens.*

*Reviewers' Notes on Limitations:*

- *Middle Class.*

## EVERYTHING YOU NEED TO KNOW WHEN A PARENT IS IN JAIL

by Stephanie St. Pierre

One of a series of books from "The Need to Know Library" for young people, this brief book addresses concerns of children whose parents are incarcerated. Chapters describe the correctional system, what prison is like, changes in the family, finding support, and looking ahead. The book also contains a glossary, resources for help, and suggested books for further reading.

**Program Format:** Book

**Ordering Information:**

Rosen Publishing Group
29 East 21st
New York, NY 11803-0760
516-349-5520
Fax: 516-349-5521

**Cost:** $16.95

*Reviewers' Notes on Strengths:*

- *The book is focused on the reader as a child with a parent in jail. This would serve as a good resource item to the used by the parenting adult 1) for information and 2) to give to the child with an incarcerated parent for information/support. The book is probably suitable for a child aged 8+.*
- *I like the fact that the book does not glamorize or demean prison life. Defines terms associated with incarceration. Explains concepts of maximum security, minimum security, and halfway house.*
- *Good problem-solving approaches given. Helps children to learn about what happens to their parents and how to cope with stigma of having a parent incarcerated. Very good.*
- *Good big, bold print and great glossary of terms at end of book.*
- *Does a very good job of explaining legal structure and how racial, socioeconomic factors affect justice. Done in a tactful manner.*
- *Gives relevant, practical guidance on role of incarcerated parent in child's present and future life.*
- *The book presents the family structures that take shape after a parent is incarcerated.*
- *Not condescending; simple to read and follow; no stereotypes. Resource materials it suggests could be obtained at any library. The book does a good job of providing affordable resources.*
- *Very user friendly. Easy to follow and informational. Good use of examples. It is important that kids understand others are going through the same things. Children will connect with this book.*
- *Appropriate for middle school/high school age. Theory base is "individual responsibility."*
- *Shows young prisoners as well as older ones -- several ethnic groups -- male and female.*
- *States several times that the child is not responsible for the act that caused the parent to be jailed.*

*Reviewers' Notes on Limitations:*

- *Is not specific to developmental stages.*
- *Would probably be better used in social work or therapeutic field.*
- *The title bothers me--no book says everything you need to know about a subject.*
- *I found several partially inaccurate items that I feel give "facts" that really do not relate to the point; therefore, stereotypical implications are passed on. See p.12 lines 1, 2, & 3., p. 24 line 21.*
- *Some information is not accurate. The stories given about crimes of incarcerated parents.*
- *Some information would lead to stereotypical beliefs.*

**GRANDPARENT POWER!: HOW TO STRENGTHEN THE VITAL CONNECTION AMONG GRANDPARENTS, PARENTS AND CHILDREN**

by Arthur Kornhaber, M.D.

This book intends to address issues that have changed grandparenting today. Shows grandparents how to use their unique influence to equip the young generation with the strength and emotional maturity they will need to deal with the problems and opportunities they will face in adulthood.

**Program Format:** Book

**Ordering Information:**

National Center for Fathering
10200 West 75th Street, Suite 267
Shawnee Mission, KS 66204-2223
913-384-4661

**Cost:** $12.00

*Reviewers' Notes on Strengths:*

- *Good section on divorce and staying in touch with grandchildren.*
- *Spends much of book focusing on developmental stages and how grandparents can "fit in."*
- *Very respectful.*
- *It's a helpful book - lists resources.*
- *Kornhaber has a good reputation.*

*Reviewers' Notes on Limitations:*

- *Targets grandparents in "traditional" grandparenting role with all generations in place.*
- *Examples are primarily people who had good jobs or were stay-home moms.*
- *Not really intended as a curriculum.*

## GRANDPARENTING: THE AGONY AND THE ECSTASY

by Jay Kesler

This book discusses ways to enjoy grandparenting and meet its challenges, by building relationships, intervening in a crisis, sharing spiritual values with grandchildren, and providing emotional support if parents divorce.

**Program Format:** Book

**Ordering Information:** Servant Publication
P.O. Box 8617
Ann Arbor, MI 48107
734-677-1523

**Cost:** $10.99

*Reviewers' Notes on Strengths:*

- *The goal of the book seems to be to convince grandparents to pass on and model "moral values" to their grandchildren.*

*Reviewers' Notes on Limitations:*

- *It is deficit-based in its view of modern families - talking about breakdown of family; moral decline, etc.*
- *Thought it presented an "ideal" that few can achieve.*
- *Promotes idealized view of family. Even ignores that "Brady Bunch" was a step-family, in defending glorification of "perfect families" on TV.*
- *A grandparent with custody probably wouldn't find this helpful.*
- *Very middle class and very Christian, so will only work for some audiences.*
- *Scripture-based; reader would need to have a good understanding of the Bible for many of the illustrations to be relevant.*
- *Not really even that much focus on grandparenting.*
- *I really don't care for this book. I don't think I would shelve it in a research center.*

## GRANDPARENTING IN A CHANGING WORLD

by Eda LeShan

This book aims tc explore new grandparenting roles while reminding the reader that one thing is essential: "unconditional love." It reviews the topics of values, aging, death, developmental needs of children, etc.

**Program Format:** Book

**Ordering Information:**

New Market Press
18 East 48th Street, Suite 1501
New York, NY 10017
212-832-3575

**Cost:** $19.95

*Reviewers' Notes on Strengths:*

- *The author recognizes the societal changes in beliefs about the negative consequences of physical discipline for children.*

*Reviewers' Notes on Limitations:*

- *There is little research-based information that could effectively be translated into a grandparenting program. There are many common sense pieces of wisdom and insight; however, they apply to a rather narrow set of grandparents.*
- *The book is well written for an upper-middle-class group of grandparents who are well financially resourced and who have a lot of time to engage in grandparenting (and reading books about grandparenting).*
- *The book speaks quite clearly to a group of still-married grandparents who have time and money for their grandchildren. For example, ". . . a grandfather told me, 'Sara and I took our eighteen year old granddaughter to Europe for her birthday and high school graduation. We had a glorious time. Here was this charming, interesting, intelligent, enthusiastic young woman who was a delight to be with. . . she wrote us a thank you letter during her first week at college . . .We have already forgotten what a brat she used to be [during adolescence].'"*
- *Mostly about one woman's OPINION of being a grandmother. She occasionally includes information that is somewhat research- and theory-based, but the overwhelming majority of the book's message is based on the author's own experience and the experiences of others around her. She uses many anecdotal stories to convey her opinions.*
- *Stereotypical in terms of the gender roles of grandmothers and grandfathers (see page 44 where grandmothers are described as the more involved of the two in the grandparenting realm). Nonetheless, the author encourages grandmothers to be willing to give over more of their role responsibilities to grandfathers.*
- *Page 45 is a little discouraging, "Whatever liberated women may say, I have never met an adorable little girl grandchild who didn't flirt with grandpa." Page 68 is even more disturbing: "If our grandchildren are lucky, they have four grandparents to love them unconditionally." This statement completely ignores the other possible types of grandparents and relationships that children can have with them and suggests that children may be unlucky if they don't have four grandparents.*

## GRANDPARENTS AS PARENTS: A SURVIVAL GUIDE TO RAISING A SECOND FAMILY

by Sylvie de Toledo and Deborah Edler Brown

This book can be used as a resource not only by grandparents, but also by the social service personnel, family therapists, legal professionals, and others who work with them. It discusses such topics as the changed lifestyle of the grandparent, the troubled grandchild, the adult child, drug problems in the family, the public child protection system, public assistance, and special education. The book also provides information on finding resources and forming support groups for grandparents and other care givers.

**Program Format:** Book

**Ordering Information:**

Guilford Publications, Inc.
72 Spring Street, 4th Floor
New York, NY 10012
212-431-9600 or 1-800-365-7006
Fax: 212-966-6708

**Cost:** $16.95

*Reviewers' Notes on Strengths:*

- *Gives a lot of good basic information to a grandparent and empowers them to be a good advocate for their grandchildren. Authors' research is excellent.*
- *Does very good job of explaining diversity at very beginning of book. Deals with ethnic and economic myths. Talks about various ways this problem has affected different families.*
- *No problems with cultural relevance. Book is culture blind, situations are not racially specific.*
- *Adequate range of socioeconomic status portrayed. Deals with financial management issues in raising grandchildren. Good instructions about documentation for legal proceedings given. All instructions and resource data seems appropriate and affordable.*
- *Would be user friendly if grandparent has at least 8th grade level reading skills.*
- *As a social worker, it made me more sensitive to issues faced by grandparents who raise grandchildren. I would buy this book as a resource for workers under my supervision.*
- *There are many good examples of developmental stages of middle-late adulthood versus developmental stages of children. Marital stress discussions are accurate. Theory is not specified but author demonstrates some knowledge of human development theory.*
- *Several good examples of how grandparents can deal effectively with abusive parents.*
- *Examples of many grandparent caregivers are given, from a woman raising her ex-husband's grandchildren to married couples raising grandchildren after the death of a child.*
- *Intended for grandparents who are parenting family members and professionals who support them. Very easy to read -- the wealth of personal stories made it compelling reading. Would surely be affirming to grandparents and informative for professionals. Fun to read.*
- *A very practical resource written for grandparents. Seems to be affirming, helpful, and accurate.*
- *Wide variety of parenting styles and situations.. Addressed a variety of socioeconomic needs.*

*Reviewers' Notes on Limitations:*

- *Excellent resource for an educated grandparent. Too overwhelming for someone less educated.*
- *Child discipline is not given much discussion, but this book does not sanction abuse.*
- *Often situations are discussed without providing sample solutions.*
- *Textbook format may be intimidating to some grandparents.*

## GRANDPARENTS RAISING GRANDCHILDREN: A GUIDE TO FINDING HELP AND HOPE

by Marianne Takas

This brief book addresses many of the needs of grandparents raising their grandchildren. It gives information on finding help; what to do if a grandchild was abused, neglected, or abandoned; getting help with expenses; the legal system; emotional needs of grandchildren; discipline; medical care, and more. It includes suggestions and comments from grandparents who are raising grandchildren.

**Program Format:** Book

**Ordering Information:**

Brookdale Foundation Group
National Foster Parent Association
9 Dartmoor Drive
Crystal Lake, IL 60014
815-455-2527

**Cost:** $3.00

*Reviewers' Notes on Strengths:*

- *The list of individual contributors and their affiliations underscores the multidimensional nature of grandparents as effective parents for their grandchildren.*
- *Discusses many different factors that are required for grandparents raising their grandchildren. For example, offers concrete ideas about grandparents remembering to "take care of oneself;" about handling the parents who are unable to take care of the children and setting firm boundaries with them (this is especially important for fostering healthy development in children); about the community and legal resources available to support grandparents in this situation.*
- *Provides solid research-based information regarding sound parenting practices for grandparents to follow when raising their grandchildren.*
- *Effectively advocates currently-accepted parenting practices which are positive and beneficial to children. This is especially apparent in Chapter 5 "Meeting Your Grandchildren's Needs."*
- *The book is accepting of differences in family structure and function.*
- *Very appropriate for the grandparents it is intended for. The text is clearly written and easy to read. The information is relevant. The examples provided for "real life situations" are believable.*
- *Chapter 4 "Getting Help From the Legal System" is especially thorough and realistic. Any grandparent who begins parenting their grandchildren should read this chapter.*
- *More of a guide for grandparents than a curriculum. The way that the book is organized lends itself very well to being a user-friendly resource, like a phone book or the yellow pages, for grandparents raising their grandchildren. For example: the table of contents is extremely detailed, which lends itself well to locating pieces of specific information. Additionally, the typeset is large enough for individuals with vision problems to read, and the boxed information and success stories are brighteners to what is sometimes a depressing situation.*

*Reviewers' Notes on Limitations:*

- *Focuses mostly on children who are taken care of by grandparents because of parents' problems.*
- *In regard to the lives that children had before they came to be in the care of their grandparents, seems to assume a glass half empty perspective of economic disadvantage, poor parenting, and a need for many forms of social service support. Book does not portray a range of socioeconomic status groups.*

## HELPING CHILDREN COPE WITH SEPARATION AND LOSS

by Claudia Jewett Jarratt

This book is addressed to adults who are involved with children experiencing loss and grief through divorce, death, absence, adoption, foster care, or sibling loss. Chapters discuss telling children about the loss, helping them face change, understanding and supporting grief, facilitating the grieving process, responding to problems of self-esteem and control, and looking back and moving on.

**Program Format:** Book

**Ordering Information:** National Book Network
4720 Boston Way
Lanham, MD 20706
1-800-462-6420

**Cost:** $12.95

*Reviewers' Notes on Strengths:*

- *Very good about giving most of the real situations that we have dealt with, with our grandchildren.*
- *There were many ideas on how to deal with separation and loss for both the parents and caregivers to use.*
- *The ages it works with range from 18 months to 16 years. It deals with mother, father, teachers, grandparents, etc.*
- *Attempts to empower (grand)parents. Appropriate parenting skills demonstrated in helping child confront separation or loss. Appropriate problem solving. Encourages respect for children/youth. Opportunities for child-to-parent communication and relationship-building.*
- *Provides variety of options and allows parents or grandparents room for choice. Appropriate expectations emphasized for children.*
- *Variety of family types depicted. Materials presented with sensitivity to all families. Opportunities for parents to explore strengths of their family structure.*
- *Material is meaningful to grandparents raising children from broken homes, incarcerated parents, deceased parents and homes where substance abuse occurred. All of these children are dealing with separation and loss.*
- *Situationally-appropriate family activities are portrayed. Information presented in non-condescending ways. Stereotypes not used.*
- *User friendly - easy reading - appropriate level for intended audience. Also appropriate language.*
- *Relates loss to physical and emotional needs. Discusses stages of a child's thinking.*
- *Supports children who are experiencing loss over an extended period of time, but then encourages moving on.*
- *Talks about loss in a variety of ways, e.g., incarceration, change of foster care, mental illness, parental rejection, separation anxiety, avoidance, multiple losses.*
- *Time line for loss could be helpful in understanding the child's reaction to multiple losses. Helpful for grandparents to understand the child's behavior and reaction to loss.*
- *Variety of family situations that can lead to loss.*
- *Uses case studies in an easy reading style.*

*Reviewers' Notes on Limitations:*

- *Works more for the general public, but not so much for grandparents.*

## HELPING YOUR DEPRESSED TEENAGER: A GUIDE FOR PARENTS AND CAREGIVERS

by Gerald D. Oster, Ph.D., and Sarah S. Montgomery, M.S.W.

Divided into three major sections, this book covers general information about the teenage years, depression and suicide in teenagers, and treatment considerations. This book emphasizes the family in its consideration of depression and treatment. Appendices list organizations and support groups and contain a bibliography for parents, counselors, and educators.

**Program Format:** Book

**Ordering Information:**

John Wiley & Sons, Inc.
Professional Reference & Trade Group
605 Third Avenue
New York, NY 10158-0012
212-850-6000

**Cost:** $18.95

*Reviewers' Notes on Strengths:*

- *Intended to present information on depression in teenagers and it does that.*
- *Useful in helping someone understand the dynamics of depression.*
- *A good, readable text. Quite clinical in content, but the presentation is not fraught with clinical language.*
- *Discusses developmental tasks, i.e., identity formation, sexuality, body changes, peer influence, separation as a background, characteristics of depression.*
- *Encourages accurate information about physical and sexual changes.*
- *Discusses social status, depression, and the way families deal with depression.*
- *Gives a strong background of adolescent development. Describes depression. Describes treatment options and family counseling.*
- *Uses case history. Lists further referral sources in back of book.*
- *Very thorough. Part I provides an excellent overview, perfect lead into a difficult topic.*
- *Variety of situations examined. Good case situations leading into associated topics.*
- *Would be very useful and informative to intended population.*
- *There is a wide range in case situations.*
- *Handbook format is user friendly.*

*Reviewers' Notes on Limitations:*

- *Not relevant in terms of structure. The clinical discussion of depression does refer to the family being affected by the depressed teenager (family in counseling).*
- *This presentation is not within the context of racial ethnicity.*
- *This is of limited use for grandparenting (or parenting) as the book is very specifically focused (depression/teenagers in nature).*

## HOW TO TALK SO KIDS WILL LISTEN AND LISTEN SO KIDS WILL TALK

by Adele Faber and Elaine Mazlish

This one-hour cassette condenses the information available in the book by the same name. Combining narration with role-playing vignettes, this program intends to teach communication techniques that help parents acknowledge children's feelings while satisfying their own needs.

**Program Format:** Audiocassette

**Ordering Information:** Simon & Schuster Mail Order
200 Old Tappan Road
Old Tappan, NJ 07675
1-800-223-2348

**Cost:** $12.00

*Reviewers' Notes on Strengths:*

- *An excellent resource, a good refresher for all grandparents raising grandchildren. High rating for empowerment of parenting grandparents. Appropriate parenting skills demonstrated. Encourages respect for children. Helpful for building child-to-(grand)parent communication.*
- *Empathetically offers solid ideas for positive thinking and responding by parents (and grandparents).*
- *The situations offered are common occurrences. Offers generic ways of avoiding conflict.*
- *This advice is good for all parents and parenting others. Range is not limited. Stereotypes not used. Not condescending.*
- *Grandparents can forget "how it was" when their own children were young, and how easily a sharp answer can lead to hurt feelings or conflict.*
- *The suggestions and examples given are easily related to and explained in non-accusing manner. User-friendly; good quality; appropriate language.*
- *Many grandparents now cast as parents again are still feeling at loss or guilty for their perceived failures in raising their own children. This tape can be reassuring help to them in avoiding the same problems again. Tape should be required listening on periodic basis for every parent!*
- *Social emotional development is discussed at length with appropriate development information. Problem solving skills are demonstrated.*
- *Talks at length about giving "full attention to child." Encourages supportive behavior.*
- *Reviews each section and connects it to next section. Deals with feelings of those who are parenting.*
- *Language used is sophisticated, but explanations are given.*
- *Would be usable for low-literacy or visually-impaired grandparent.*
- *All areas in this category were addressed i.e. respect, empowerment, empathy: scattered throughout tape. Examples of parent/child situations are good, if grandparent can overlook the "younger parent" tone of the tape.*
- *Family types not depicted - sensitivity to a variety of situations.*
- *Cultural issues and differences not addressed. Materials useful and appropriate.*

*Reviewers' Notes on Limitations:*

- *Talks repeatedly about "your child."*

**HOW TO TALK TO YOUR KIDS ABOUT REALLY IMPORTANT THINGS: SPECIFIC QUESTIONS AND ANSWERS AND USEFUL THINGS TO SAY**

by Charles E. Schaefer, Ph.D., and Theresa Foy DiGeronimo, M.Ed.

This book is divided into two major sections: "Major Crises and Big Family Changes" and "Concerns of Youth." Within each section is an alphabetical list of concerns (e.g. adoption, death of a loved one, dentist visit, first day of school, sleep-away camp, puberty, Santa Claus, television violence). The authors have devoted several pages to each concern listed and discuss not only how to talk about these topics, but also why to talk about them and how to respond to children's feelings about the concerns. Chapters also include suggested readings and resources for help.

**Program Format:** Book

**Ordering Information:**

Jossey-Bass Publishers
350 Sansome Street, 5th Floor
San Francisco, CA 94104
415-433-1740
Fax: 415-433-0499

**Cost:** $16.50

*Reviewers' Notes on Strengths:*

- *The general nature of events covered are pertinent to those of all socioeconomic standings who are in a parenting role.*
- *A helpful "quick and dirty" reference for parents dealing with specific issues. User-friendly. Appropriate reading level for intended audiences. Used as a "look up" resource.*
- *Written for parents of children ages 4-12. Appropriate examples are given.*
- *Goal of book is maximizing mental health of kids by explaining "big questions."*
- *Attempt to empower grandparents. Appropriate parenting skills demonstrated. Appropriate problem-solving examples presented. Child to parent communication building encouraged.*
- *Helps you relate major life events to children in truthful, age-appropriate, non-threatening ways.*
- *A resource of this type should be helpful to parenting grandparents. Our philosophies have changed. Many of the topics covered may not have been issues (HIV for instance) when first parenting was done. Silence may have been the norm when first parenting was done.*
- *Addresses the various topics of the chapter outline, focussing on each with theoretical congruency.*
- *References are made to interacting positively with children.*

*Reviewers' Notes on Limitations:*

- *Excellent dealing with problems such as adoption, death, divorce, racism, substance abuse, puberty, and all of the major events encountered by a child, but not with the problems encountered in growing up in a family different from "mom, dad and the kids." Everything is presented in what I would refer to as a "middle-class genre," not taking into account the impact that economics might have on e.g. (chapter one) disasters - loss of home to flood and the economic position the family is placed in, etc., how parents discuss this with the children, etc.*
- *No reference was seen to economic status. There is no chapter topic that relates to SES in any way.*
- *Seems pretty middle class. Money chapter for instance does talk about layoffs but not subsidy.*
- *Limited references are made to family structure (i.e. step families). No references were seen to any other family type other than nuclear.*

**IN THEIR OWN WORDS: A SEXUAL ABUSE WORKBOOK FOR TEENAGE GIRLS**
by Lulie Munson and Karen Riskin

This workbook, written by two therapists, includes the writing and experiences of many young women who have been sexually abused. The text explains sexual abuse and its effects. Later chapters describe coping with memories, keeping the secret, and what happens when a girl tells. There are exercises to help young women explore the issue of blame, explore their feelings, and gain control of their lives. The workbook is designed to use with a therapist in individual or group therapy.

**Program Format:** Workbook

**Ordering Information:**
Child Welfare League
440 First Street NW, Suite 310
Washington, DC 20001-2085
202-638-2952

**Cost:** $10.95

*Reviewers' Notes on Strengths and Limitations:*

- *A workbook for dealing with sexual abuse; usable for an abused teen.*
- *This workbook to be used only with a therapist in a group or on an individual basis.*
- *Would only recommend for professional use.*
- *This book is to be used in a therapy setting, not for a caregiver/grandparent to use.*
- *Would not recommend this to be used by a parent/caregiver -- use only with a professional.*
- *Does not sanction psychological or physical abuse if used by proper professional, but if used by others, could do possible damage.*

## PARENTS, TEENS AND BOUNDARIES: HOW TO DRAW THE LINE

by Jane Bluestein, Ph.D.

The intended audience of this book is parents of teens. Part I describes parents' relationships with their teens and describes the concept of setting boundaries. Part II describes, chapter by chapter, twenty ingredients of healthy parent-child relationships. This book also includes several pages of related reading for parents.

**Program Format:** Book

**Ordering Information:**

Empowering People
P.O. Box 1926
Orem, UT 84059-1926
1-800-456-7770

**Cost:** $12.00

*Reviewers' Notes on Strengths:*

- *Good book to use for a discussion group or workshop. Self evaluation allows parent to look thoroughly at interpersonal relationship with teens.*
- *A grandparent must take time to go through this book completely. Book will make them "work" and reflect on their techniques.*
- *Book gives good explanations of the variety of categories under Healthy Parent-Child Relationships. Covers just about everything concerning a parent's attitudes on boundaries.*
- *Encourages self evaluation.*
- *Abusive situations are discussed.*
- *Gives very good examples regarding normal development.*
- *Gives somewhat clear alternatives to negative responses.*
- *Liked the easy to read, understandable language. Easy guide to everyday situations.*
- *Was very good in dealing with everyday teen problems. May need to have follow-up on newer problems that teens face today.*

*Reviewers' Notes on Limitations:*

- *The theoretical basis for this book was not readily obvious to me. Some hint of Adlerian; some systems language. Had trouble finding the trail through this book.*
- *Many references to parents or family of four. Enmeshment is touted as unhealthy. "New thinking" says this may be normal for lesbian parents; for low-income families in high violence areas, etc. Does refer some to parenting partners.*
- *As a parent of two adolescents, I did not find this book particularly helpful or engaging.*
- *Book is very middle class.*
- *Confusing to read. Exercises seem long and time consuming.*
- *I really didn't like the book and can't see that it would be very helpful to parenting grandparents.*

**POSITIVE DISCIPLINE A TO Z: 1001 SOLUTIONS TO EVERYDAY PARENTING PROBLEMS**
by Jane Nelsen, Lynn Lott, and H. Stephen Glenn

Solving problem behavior for parents and families. Discusses what to do in various situations, leading to self-confidence, discipline, responsibility and problem solving skills.

**Program Format:** Book

**Ordering Information:** Empowering People
P.O. Box 1926
Orem, UT 84059-1926
1-800-456-7770

**Cost:** $14.95

*Reviewers' Notes on Strengths:*

- *Very well written and easy to follow.*
- *Very easy to understand on how to take care of situation.*
- *Very user friendly and easy to understand.*
- *Material attempts to empower (grand)parents. Appropriate parenting skills demonstrated. Appropriate problem-solving skills demonstrated. Appropriate for all developmental levels of children. Encourages respect for children in discipline relationship building. Identifiable theory base exists.*
- *Alternatives to corporal punishment given from cover to cover. Provides many options for choices. Appropriate expectations emphasized. Stress relievers: each child has a "planning ahead" section to help avoid conflict.*
- *Materials are presented with sensitivity to all family structures.*
- *Material is meaningful for all who are parenting.*
- *Appropriate family activities portrayed. Information presented in non-condescending manner. No stereotyping.*
- *Book is quite user friendly. Reading level and language appropriate for grandparents.*
- *This book, although more up to date and more easily read, reminds me of two earlier books I bought to read frequently when raising my own children: Children: The Challenge and New Approach to Discipline: Logical Consequences, both by Rudolph Dreikurs, M.D.*
- *The informative, quite extensive topics presented give appropriate parenting skills.*
- *Very good alternative options are presented.*
- *Relevancy is quite apparent though no references were made to any particular audience-type. Generic presentation.*
- *Activities suggested could be done reasonably by all income levels.*
- *This is good as a source/reference book.*
- *This would serve very nicely as an informative reference book. The topics are quite specific and varied, allowing the reader to have access to discipline information literally A-Z. A strong component of the book is setting up the home environment or the child-parent relationship so that misbehavior will be prevented/thwarted.*

*Reviewers' Notes on Limitations:*

- *References were made that could be identified as stereotypical.*

**POSITIVE DISCIPLINE FOR PRESCHOOLERS: FOR THEIR EARLY YEARS: RAISING CHILDREN WHO ARE RESPONSIBLE, RESPECTFUL AND RESOURCEFUL**

by Jane Nelsen, Cheryl Erwin, and Roslyn Duffy

This book for parents includes chapters on child development and temperament the first two years of life. Additional subjects include sleeping, eating, and toileting; social skills; the message of misbehavior; personality; discipline versus punishment; and feelings and communication. This book also contains information on child care, children who need special help, and building a support system for the parents.

**Program Format:** Book

**Ordering Information:**

Empowering People
P.O. Box 1926
Orem, UT 84059-1926
1-800-456-7770

**Cost:** $14.00

*Reviewers' Notes on Strengths:*

- *Empowerment for grandparents. Appropriate parenting skills and problem solving are presented. Encourages respect for children. Encourages communication and relationship building between (grand)parents and children. Identifiable theory base exists.*
- *Alternative disciplines, variety of options, and choices emphasized. Stress relievers are not specified, but implied in use of positive discipline. Appropriate expectations for children emphasized.*
- *Materials presented with sensitivity to all family structures. Parenting styles identified/discussed.*
- *Materials are meaningful to those parenting preschoolers. Culturally relevant family issues realistically presented.*
- *Information presented without condescending. No stereotyping.*
- *User friendly. Appropriate reading level and language. Easy reading. Will hold reader's interest.*
- *A great refresher course/update of skills for grandparents who are presented with preschoolers to raise. Might help grandparents avoid pitfalls they fell into with their own children.*
- *Family types and structures were not addressed. Book was fairly generic in this area.*
- *Cultural differences not addressed, but most preschoolers behave similarly across ethnic lines.*
- *Discusses Erikson's theory of trust as it relates to development of child's trust and trust parent has in own instincts. Discusses autonomy versus doubt, and necessity to encourage independence without abandoning child.*
- *Logical consequences. Discusses role of temperament.*
- *Talks about one and two parent families and grandparents.*
- *Discusses lifestyle, priorities, operating style, support systems, and how they affect parenting.*
- *Would be usable for an ongoing parenting group.*
- *Middle class in focus, but applicable to all families.*

*Reviewers' Notes on Limitations:*

- *Sections concerning nursing would probably not apply to this population. Section on special needs chapter 19 was extremely limited and narrowly focused. A wider range of discussion was needed and additional resources should have been provided. Recognizing any disability is crucial during the first 6 years of life. Book would be very helpful to a grandparent except in the areas mentioned above.*

**POSITIVE DISCIPLINE FOR TEENAGERS: RESOLVING CONFLICT WITH YOUR TEENAGE SON OR DAUGHTER**

by Jane Nelsen and Lynn Lott

This book for parents of teens focuses on the developmental processes of adolescence, non-punitive parenting, and includes a section on telling the difference between normal and dysfunctional teen behavior.

**Program Format:** Book

**Ordering Information:**

Empowering People
P.O. Box 1926
Orem, UT 84059-1926
1-800-456-7770

**Cost:** $14.95

*Reviewers' Notes on Strengths:*

- *This is a good book on how to use positive discipline with teenagers.*
- *Most of the cases are mother and child.*
- *Covers all areas very well. There were mostly women used in the stories.*
- *There are several family situations presented with problem solving.*
- *The book depicted several different types of problems and ways of handling these problems.*
- *Good explanation of developmental needs, behaviors, etc., in adolescence.*
- *Used logical consequences as a method of discipline.*
- *Neat activities in the back. Useful resource for parent educators, support group facilitators, etc.*
- *Information was very up to date and explained how it "used" to be and how it is now. Was very helpful in explaining how teens behaviors are a result of "normal" feelings, fears, etc.*
- *It used a very respectful approach to dealing with teens.*
- *Very good at giving good practical advice.*

*Reviewers' Notes on Limitations:*

- *Did not enjoy reading this. Some of the cases discussed were too long to stay interesting.*
- *Would not recommend buying this book. Felt that it was too long and the situations at times were not clear. Repeated the same situation over too many times.*
- *Could be more examples from a variety of family types.*
- *Somewhat technical. I have read most of Nelsen's work and am trained in Developing Capable People. I am not sure I would find this book "easy reading" without that background.*
- *It is very middle class. I feel the book assures that kids are being raised in relatively safe environments.*
- *Liked the book. It is still difficult to find materials written specifically about parenting teens. It may, however, be overwhelming to the parenting grandparent.*
- *The reader would need to be educated in the terminology of psychology and therapy. Not a book for persons with little education.*

## RAISING BLACK CHILDREN

by James P. Comer, M.D., and Alvin F. Poussaint, M.D.

Written by two psychiatrists, this book addresses what the authors believe are the special needs of black children growing up in America. The chapters consider the needs of the child at various stages of development, from infancy through adolescence. Written in a question-and-answer format, the book addresses concerns such as school attendance, fatherless homes, spanking, sexuality, friendships, make-up use, drug abuse, and racism.

**Program Format:** Book

**Ordering Information:**

Penguin Books USA, Inc.
375 Hudson Street
New York, NY 10014
1-800-788-6262
Fax: 201-896-8569

**Cost:** $14.95

*Reviewers' Notes on Strengths:*

- *Very aware of all areas of development and the needs each has. Encourages respect for child. Encourages relationship building.*
- *Gives credence to different family structures and addresses, in particular, the black family's questions.*
- *Addresses money issues of raising black children.*
- *Talks of needs of children in all levels of society. Particularly, health and safety needs of child in lower socioeconomic conditions.*
- *Organized by age groups with an overview of development and developmentally appropriate practice for each group. At least some of the black family strengths such as cooperativeness are identified.*
- *It deals significantly with not only various kinds of abuse, but also with various interventions and preventions. It promotes understanding the underlying causes of abuse and how to eliminate them.*
- *Like the way they handled the spanking issue.*
- *The book discusses hitting back when a child hits a parent and suggests talking to child in a firm voice without hitting. Also distraction is suggested. Not in favor of spanking.*
- *Written in a question and answer format by age groupings. Also appropriate for teachers.*
- *AFDC, working poor, and middle class families are discussed in various ways.*
- *Well written; readable; can be read or used as a "look up" resource.*
- *Should be a helpful resource for grandparents who are parenting.*
- *Much of the writing carefully details that each specific problem is one that is common to all, regardless of race or socioeconomic status.*

*Reviewers' Notes on Limitations:*

- *Many of the questions relate to never-married female head of household, adoptive and step families.*
- *This book, in attempting to foster racial understanding, seems to promote differences by couching every chapter, and even the title, in terms of only black children.*
- *The family as such is assumed in this book.*
- *It is a thorough book covering a wide range of topics. Its style is not particularly "user friendly."*
- *Book is cumbersome reading. Many very good topics are well covered. A better referencing system within the book would be helpful for prospective readers in search of help; not very user friendly.*

## SCHOOL SUCCESS TAKES TEAMWORK: TAMING THE HOMEWORK MONSTER

by Barbara Lynn Taylor

This 17-minute video for parents and other caregivers covers parental involvement, communication, parent/teacher conferences, and conflicts and complaints. It also presents suggestions according to the grade of the child.

**Program Format:** Video

**Ordering Information:**

Richards & Taylor Productions
Successful Parenting
P.O. Box 11851
Winston-Salem, NC 27116
336-777-8000 or 1-800-544-2219
Fax: 336-777-8000

**Cost:** $39.95 (video/workbook)

*Reviewers' Notes on Strengths:*

- *Video went through several different age levels and appropriate ways of handling a specific problem.*
- *Video was very diverse. Showed many different family structures, including grandparent as caretaker.*
- *Uses very easy-to-understand language, and visual aides to help with understanding.*
- *Gives a variety of ideas to improve parents' ability to help a child in their educational development.*
- *Alternative forms of discipline were presented. Abuse was not sanctioned.*
- *Diversity in video participants -- older caregiver included in presentation.*
- *This video would be useful for anyone raising children. Ethnic variety was good. No stereotypes.*
- *Presentation easy to follow.*
- *The item is consistent in addressing the academic needs beginning at elementary, middle school, and high school. This information can truly serve as an instrument that provides teaching, learning and discipline for both parents and children. It can be adapted for grandparents also.*
- *The diversity is good, but not all people have learned to accept role diversity. Some grandparents might need some assistance in understanding why they should change their family structure.*
- *There are appropriate family activities portraying parents being involved at home with their children, providing them space to work, and teaching them to become responsible for their needs.*
- *When we get past the first part, the language is appropriate for intended audience.*

*Reviewers' Notes on Limitations:*

- *Could have maybe given a little more instruction in dealing with school personnel.*
- *Most if not all scenes depicted nice clean, quiet, non-intrusive home settings where there seemed to always be positive, caring supervision.*
- *More information needed on working families and latchkey children who are home alone after school.*
- *The item doesn't intentionally sanction psychological or physical abuse; however, a grandparent who hasn't had positive interaction with school settings could become disturbed by the instruction given at the beginning.*
- *Many parents have had and are still meeting with negativism and frustrations when they attempt to confer with teachers. Those are the ones who could easily be turned off by the beginning of the tape.*

## SELF ESTEEM IS THE KEY

by Barbara Lynn Taylor

This 18-minute video describes the characteristics of children with high self-esteem, shows how words affect children, and offers ten suggestions for enhancing children's self-esteem. Includes a short user's guide that reviews key points from the video and poses questions for the viewer. An accompanying facilitator's manual describes suggested time frames for one- and two-hour workshops, gives stage directions, and a suggested script for the group leader. The workbook contains activities for caregivers working on the material presented in the videotape.

**Program Format:** Video and workbook

**Ordering Information:**

Richards & Taylor Productions
Successful Parenting
P.O. Box 11851
Winston-Salem, NC 27116
336-777-8000 or 1-800-544-2219
FAX: 336-777-8000

**Cost:** $29.95 (video/workbook)

*Reviewers' Notes on Strengths:*

- *As a resource item this is good.*
- *Information is very theoretically based.*
- *The age levels of children in the video was good. Parents could relate and feel the information is relevant.*
- *Relationship building. Encourages respect.*
- *Variety of options are suggested.*
- *Discusses need for support systems for single parent and two parent families.*
- *Gives simple realistic ways to work with children. Very easy to understand; gave good feedback.*

*Reviewers' Notes on Limitations:*

- *The information is very appropriate but the population who will view the materials is less likely to feel any connection, even though information is good. The background and players need to relate in some way to those who will be viewing the video. No visual references beyond nuclear and possibly single parent. Gender roles and parenting styles presented were varied.*
- *Personally I feel that the video should have used children from as many ethnic/racial groups as possible.*
- *I do not feel that it could serve as the core of a curriculum.*
- *Would be usable for support group or for individual use, however, narrow in socioeconomic range.*
- *Narrow family range. Idealized situations. Families seem "fake." No grandparents in parenting role.*
- *It does a good job of distinguishing between positive-regular discipline, but still seems to emphasize what was important to the parent, not accepting the child as himself/herself.*
- *Does show many diverse family situations, but not many diverse home settings.*
- *Does show the more homey family life -- not some of the real-life struggles of the low-income family.*
- *Easy to understand, but to a lower-income, less educated person it may not be as accepted.*

## TALKING WITH YOUR CHILD ABOUT A TROUBLED WORLD

by Lynne S. Dumas

After an introductory chapter, this book contains chapter-by-chapter suggestions for parents to communicate with their children about difficult topics like homelessness, AIDS, racism and prejudice, war, job loss, natural disasters, sexual abuse, and cancer. Issues like aging and homosexuality are also addressed.

**Program Format:** Book

**Ordering Information:** Out of Print

**Cost:** $13.00

*Reviewers' Notes on Strengths:*

- *Informative book. Good as a resource text. Useful as an information book for parents wanting to know what to say to a child about e.g. homelessness, divorcing family, war, racism. It is not a book that addresses parenting. Low level supplemental book as related to parenting.*
- *Good book to use for opening dialog or gaining pointers when discussing difficult topics.*
- *Diversity is illustrated in case situations. Information is not presented in a condescending or stereotypical manner.*
- *Appropriated and useful. A starting point of discussion for addressing difficult life situations.*
- *Very useful. Excellent resources offered for acquiring additional information.*
- *The chapter on AIDS does a pretty good job of depicting a male role-model in non-stereotypical role.*
- *Some good lists of readings are given at end of each chapter for both parents and children.*
- *The book is user friendly in that it is easy to read and subjects easy to find. Language and reading levels ok. Subject matter quite lacking for grandparents parenting.*

*Reviewers' Notes on Limitations:*

- *This book, intentionally or not, is written by white middle-class for same.*
- *A good short overview of child development. The subject areas are varied but not overall inclusive.*
- *The audience is the parent.*
- *No references are made to family activities.*
- *There are 16 EXCELLENT rules of thumb for talking to your child about anything. Not much else of enough depth to be of real help to grandparents or anyone in high-risk parenting.*
- *This book primarily teaches white middle-class parents to talk with protected children about such (foreign to them) issues as homelessness, aids, racism, war, job less, and sexual abuse. Appropriate expectations are emphasized, but not clearly defined.*
- *I may be overly harsh on this book, but it has a "Polly Anna" aura about it in choosing subject matter. One particular problem was disturbing under "Job Loss" chapter. Parents were told to explain to children whose mothers had lost their jobs: "Mom's sad because she can't buy things." Surely there can be a more substantive reason given. Why can't they also counter with a positive-- such as the extra time she can now spend with her family?*

**WITHOUT SPANKING OR SPOILING: A PRACTICAL APPROACH TO TODDLER AND PRESCHOOL GUIDANCE**
by Elizabeth Crary

This step-by-step book includes exercises in each chapter to help parents define problems, avoid problems, increase appropriate behavior, teach new behaviors, and decrease inappropriate behavior in their young children. The final chapter takes two families' problems through the steps described earlier in the book and generates potential solutions from the techniques presented in the book. Appendices list 150 ideas for common problems (like biting, whining, dawdling, and resisting bedtime) and summary sheets for ten of the tools described in the book.

**Program Format:** Workbook/Parent Handbook

**Ordering Information:** Parenting Press
P.O. Box 75267
Seattle, WA 98125
1-800-992-6657

**Cost:** $14.95

*Reviewers' Notes on Strengths:*

- *Very consistent with theory. Very good examples of developmental milestones at beginning.*
- *Gives very concrete examples of appropriate discipline.*
- *Very easily understood. Gives solutions to very real everyday problems.*
- *Would be of great use for first-time parents and parent educators.*
- *Discusses age appropriate expectations and the effect of temperament on the parent-child relationship.*
- *Uses effective techniques, e.g. logical and natural consequences, restructuring environment, limited and free choice, and active listening.*
- *Discusses values and how they change over time.*
- *Appropriate as a springboard for group discussion.*
- *Stereotypes are not used.*
- *Has checklists and exercises in book. Language is sophisticated.*
- *Ways of setting up and dealing with child-parent relationships are presented. Also guides parents to what their expectations should be in terms of child behavior.*
- *The intent of the book is to provide parents with techniques to deal with misbehavior in positive ways. Additionally, the reader is shown how to prevent misbehavior.*
- *The handbook would serve as a source book within a curriculum.*
- *This would serve as a good source book for the "parent" who needs alternatives to discipline other than spanking.*
- *A useful source book for the parent desiring ways to improve disciplining children.*

*Reviewers' Notes on Limitations:*

- *As a parent handbook, it allows the parent to go through self-study. But the parent with limited educational experiences may be frustrated or intimidated by the text of the handbook.*
- *The discussions on discipline without spanking or spoiling all relate to the middle-class family. The examples given all relate to a two-parent family in a serene households.*
- *The behaviorist approach to dealing with misbehavior is discussed frequently. Some may have problems with the reward system this approach teaches.*

# APPENDICES

## Appendix A

## MISSOURI GRANDPARENT SUPPORT GROUPS

Name: Grandparents Raising Grandchildren
Contact: Linda Darp or Sister Mary Beckman
Phone: (314) 383-6539 or (314) 382-7158
Address: P.O. Box 11969
St. Louis, MO 63121-3427
Targets: Grandparents raising grandchildren

Name: Grandparent Support Group
Contact: Elaine Nathan
Phone: (314) 872-3345
Address: 777 S. New Ballas Road
St. Louis, MO 63141
Targets: Grandparents raising grandchildren

Name: Parents and Grandparents of Drug Abusers (PAGODA)
Contact: Eddie Mae Binnon
Phone: (314) 534-8827
Address: 3918 Page Avenue
St. Louis, MO 63113
Targets: Grandparents raising grandchildren, grandparents victimized by children, and children of drug abusers

Name: Annie Malone Home
Contact: Jean Neal
Phone: (314) 531-0120 or (314) 531-1907 (24 hour help line)
Address: 2612 Annie Malone Drive
St. Louis, MO 63113
Targets: Grandparenting respite care

Name: Grandparents Raising Grandchildren
Contact: Art Schneider
Phone: (660) 882-5661
Address: Room 3, Courthouse
Boonville, MO 65233
Targets: Grandparents raising grandchildren

Name: Grandparents Raising Grandchildren Support Group
Contact: Kevin Weis
Phone: (417) 865-8943
Address: 1322 S. Campbell Street
Springfield, MO 65807
Targets: Grandparents raising grandchildren

Name: National Alliance for Grandparents and Children's Rights
Contact: Bill Petrovic
Phone: (816) 252-4564
Address: 1208 W. South
Independence, MO 64050
Targets: Grandparents raising grandchildren, grandparent visitation rights following divorce, foster care, and non-custodial parenting

Name: Safe Tyes Grandparent Support Group
Contact: Lois Fitzpatrick
Phone: (816) 235-2182
Address: 5100 Rockhill Road
Kansas City, MO 65110-2499
Targets: Grandparents raising older grandchildren

*For additional Missouri resources in support of grandparents raising grandchildren call ParentLink at 1-800-552-8522.*

## Appendix B

## NATIONAL GRANDPARENTING RESOURCES

**Second Time Around Parents**
**Family and Community Service of Delaware County**
**100 West Front Street**
**Media, PA 19063**
**610-566-7540**

- offers programs for grandparents and the grandchildren they are raising due to parental substance abuse
- offers grandparent educational/support groups
- provides age-appropriate educational/support groups for grandchildren
- provides information and referral for families
- provides community outreach for sensitizing people to grandparents' concerns
- offers national outreach

**Massachusetts Executive Office of Elder Affairs/Gerontology Institute**
**One Ashburton Place**
**Boston, MA 02108**
**617-727-7750 / 1-800-882-2003 (Massachusetts only)**

- offers extensive manual for grandparents raising grandchildren. This manual outlines information concerning:
  - legal assistance
  - medical services
  - counseling, grandparent support groups
  - housing information
  - child care information
  - finding financial assistance
  - types of custody grandparents may seek

**The Grandparent Caregiver Advocacy Project**
**Legal Services for Prisoners with Children**
**100 McAllister Street**
**San Francisco, CA 94102**

- offers listing of grandparent support groups/respite care in the Oakland area of California
- offers numerous reference materials concerning grandparents who parent
- offers pamphlets/newsletters on the subjects of custody, legal rights, legal assistance, and how to access legal systems

**American Association of Retired Persons (AARP)**
**Grandparent Information Center (GIC)**
**601 E. Street, NW**
**Washington, DC 20049**
**202-434-2296 / Fax: 202-434-6474**

- provides grandparents who are raising grandchildren with information and referrals about services and programs that could improve their family's situation
- increases public awareness about grandparents raising grandchildren, the grandchildren, and the obstacles facing these families
- works with and provide technical assistance to social service agencies, grandparent support groups, and others interested in helping these families
- facilitates cooperation among the aging, children, family, and legal systems to assist grandparent-headed families

**American Self-Help Clearinghouse**
**Northwest Covenant Medical Center**
**St. Clare's Health Services**
**25 Pocono Road**
**Denville, NJ 07834**
**973-625-7101**

- offers listing of grandparenting groups

**G.A.P. (Grandparents As Parents)**
**C/O Sylvie de Toledo**
**P.O. Box 964**
**Lakewood, CA 90714**
**562-924-3996 / Fax: 714-828-1375**

- provides phone support network for sharing of experiences and feelings between grandparents who are raising their grandchildren for various reasons
- provides information and referrals
- provides group member listings
- provides assistance in starting groups

**Creative Grandparenting**
**c/o Robert Kasey, Jr.**
**100 West 10th Street, Suite 1007**
**Wilmington, DE 19801**
**302-656-2122 / Fax: 302-656-2123**

- provides education to enable and empower grandparents and older adults to value and encourage the natural development of children as unique individuals
- offers help to persons on becoming better grandparents
- provides newsletter
- holds conferences
- offers help in starting new groups

**Young Grandparents' Club**
**5217 Somerset Dr.**
**Prairie Village, KS 66207**
**913-642-8296**

- promotes the understanding and education of grandparents to develop close relations between generations
- provides referrals to local groups
- offers advocacy on grandparents' rights
- offers workshops, classes, seminars, conferences, bi-monthly newsletter and networking
- provides assistance in starting informal neighborhood groups
- requests dues of $23

**Grandparents Rights Organization**
**100 West Long Lake Road, Suite 250**
**Bloomfield Hills, MI 48304**
**248-646-7191 (day)**

- advocates and educates on behalf of grandparent-grandchild relationships, primarily with respect to grandparent visits
- assists in the formation of local support groups dealing with the denial of grandparent visitation by custodial parent or guardian
- provides newsletter
- provides information and referrals
- holds conferences
- requests dues of $35/yr

**Grandparents for Grandparents, Inc.**
**P.O. Box 42**
**Whitehouse Station, NJ 08889**
**908-534-4961 (eve.) -- Celine DeRosa**

- offers support and education to grandparents being denied access to their grandchildren
- aims to obtain uniform laws nationwide
- provides newsletter
- provides phone support
- provides information and referrals
- offers some legal advice through an attorney for members
- provides assistance in starting new groups

**G.R.I.N.S. (Grandparent Rights in New Strength)**
**0689 CR5**
**Corunna, IN 46730**
**219-281-2384 (Ray & Kay Berryhill)**

- promotes family bonding and heritage
- encourages pride in the ancestry of children, grandparents and relatives to continue after divorce and extraction from parents by the Family Social Services
- works with religious, local, state and federal officials to adopt uniform laws allowing visitation
- offers court and mediation support
- offers phone help
- provides assistance in starting new groups

## Appendix C

## "GRANDPARENTS ACTING AS PARENTS: BACKGROUND INFORMATION FOR EDUCATORS"

*Prepared by:* Holly S. Kleiner and Jodie Hertzog, Extension Assistants, and Dena B. Targ, Extension Specialist, Purdue Cooperative Extension Service, January, 1998.

### What are the statistics?

Grandparents raising their grandchildren is nothing new; however, it is increasingly a focus of the public eye. Since 1980, there have been dramatic increases in the number of children living with and being cared for by their grandparents. In 1980, 2.3 million (4%) children under 18 were living in a grandparent(s)' home. By 1996, 4 million (6%) were living in that situation. Over one-third of these children, or 1.4 million, were being raised solely by their grandparents, without the presence of either parent.

Based on 1996 Census data, 48% of grandparent caregivers range between 50 and 64 years of age, with an additional 33% under the age of 50 and 19% over the age of 65. Both grandparents maintain Forty-eight percent of the 2.4 million families with one or more grandchildren present. Marital rates by gender are distinctly different, however. Exclusively grandmothers maintain Forty-six percent of these families with 6% being solely maintained by grandfathers.

Grandparents parenting their grandchildren transcend all socioeconomic groups, geographic areas, and ethnicities. However, these families are more likely to be poor and located in or near cities. According to 1995 Census data, 13.5 percent of African-American children lived with their grandparents, as did 6.5 percent of Hispanics and 4.1 percent of whites. In actual numbers, more white children (2.2 million) lived with their grandparents than African-American children (1.5 million) or Hispanic children (.6 million).

### What are the types of grandparent caregivers?

One common way to categorize grandparent caregivers is to divide them into three types. First are the custodial grandparents. These grandparents have legal custody of their grandchildren; they provide daily care and decision making tasks. Typically, severe problems existed in the child's nuclear family. The focus of this type of caregiving is on the grandchild and providing them with a sense of security.

The second type of grandparent caregivers are the "living with" grandparents. These grandparents provide daily care for their grandchildren, but do not have legal custody. The child's parent may or may not live in the home. These grandparents focus on providing an economically and emotionally stable environment for the child, and often on helping the parent. Because the grandparent does not possess legal custody, he or she has no way of protecting the child from an unsuitable or dangerous parent.

"Day care" grandparents are the third type of grandparent caregivers. Their focus is on helping the child's parent and on fulfilling their own needs. These grandparents tend to be least affected by their caretaking role because the children return home at the end of the day. They function closest to the societal definition of "grandparent."

Another way to divide grandparent caregivers is that used by the Census Bureau. Households are divided into those in which neither parent is present, only the mother is present, only the father is present, or both parents are present.

The following information focuses on grandparents and grandchildren who are living together with neither biological parent present.

**Why are grandparents acting as parents?**

Grandparents may resume a parenting role for a variety of reasons, most of which revolve around problems related to the child's parent. Increasing numbers of grandparents are providing permanent care to their grandchildren as a result of divorce, substance abuse, child abuse and/or neglect, abandonment, teenage pregnancy, death, HIV/AIDS, unemployment, incarceration, and mental health problems. The reasons why grandparents raise their grandchildren are varied, but all result in a great deal of responsibility for the grandparent who takes on the task.

**What are the difficulties?**

Much of the research on grandparent caregivers focuses upon the difficulties surrounding their role. For some grandparents, health may be an issue. Older grandparents may be coping with progressively serious and frequent health problems. Irrespective of their health, though, is the issue of stamina. Many grandparents report feeling both emotionally and physically drained. They may fear that as a result of their tiredness (and possible health problems) they may be unable to meet the demands of parenting. Older grandparents also worry about what will happen to their grandchildren if something happens to them.

Many grandparents in this situation suffer from economic difficulties. Because many elderly people are already living on a low income, taking on the care of a grandchild may put their economic future in jeopardy. Some grandparents are forced to make job-related sacrifices while others, who were comfortably retired, quickly deplete their funds when they take on the responsibility of their grandchild. Although there is an increasing number of support groups and informative organizations, there still exists a lack of government support. For example, many grandparents are denied benefits provided to foster parents based on their blood relation to the child, even though they may be in just as much need. Such inadequate assistance only compounds the grandparents' economic difficulties, and in a sense penalizes them for their willingness to care for their grandchildren.

The circumstances that bring a child into the care of their grandparent are often of a potentially harmful and high-risk nature. These circumstances can result in various difficulties in child rearing. For instance, children who were prenatally exposed to drugs or who have suffered from abuse or neglect may suffer from physical and/or emotional problems that may make it difficult to provide care for them. In many cases, behavioral problems can also become an issue. These problems often differ by gender. For example, boys tend to exhibit behavioral disorders in response to stressors such as divorce or family break-ups more than girls, while girls tend to internalize their feelings more than boys. Finally, social stereotyping of these children may also exist. Other children may make fun of them because their "parents" are so old, or question their real parents' whereabouts, which may cause some resentment toward the grandparent by the grandchild.

Taking on a parental role will have effects upon an individual's lifestyle and his or her relationships with family and friends. (Even without such responsibilities, older adults are facing and resolving new developmental issues of their own.) The extent of these effects is generally dependent upon the extent of care provided. For instance, grandparents who raise their grandchildren are continuing their parenting role when the preference, once their own children are grown, is normally to relinquish it. Thus, many grandparents report a loss of time for themselves.

Once their children leave home, many older adults replace their role and responsibilities as a parent with an expanded social network. Social resources are often a determinant of developmental well-being as grandparents age. Raising a grandchild often isolates grandparents from this social network, since many grandparent caregivers are no longer in the same situation as their friends. The new responsibilities of caregiving often prevent such grandparents from participating in social activities, while friends who are free from parental responsibilities may not wish to include young children in their spur of the moment activities. Burton, et al. (1995) suggest, however, that the grandparent caregiving role can be normalized for grandparents when other members of their immediate social group are also caregivers.

Grandparents may also become isolated from other members of the family, who may resent the role that they have taken on. A case in point may be other grandchildren, who may feel some jealousy in their perception that the grandchild in the grandparents' home is favored. Grandparenting and parenting roles traditionally differ widely in the kinds and levels of responsibility involved. Grandparents cannot be "grandparents" to the child who is under their care when they are parenting that child and this may cause role confusion in the family.

Additionally, these grandparents must deal with the trauma that precipitated their role as caregiver. For instance, if the child's parent has died, the grandparent must cope not only with his or her own grief, but also with the grief of their grandchild. An adult child's problems with drugs or alcohol, abuse or neglect, or teenage pregnancy, requires grandparents to cope with the loss of their own hopes and expectations for their son or daughter.

**What are the benefits?**

Although the research is focused primarily on the difficulties of grandparents caring for their grandchildren, there are also benefits. According to research by Jendrek, a majority of caregiving grandparents report experiencing a greater purpose for living. Providing care to their grandchildren helps some caregivers to feel young and active.

Research by Burton, et al., (1995) also includes rewards such as a chance to raise a child differently, to nurture family relationships, continue family histories and to receive love and companionship from their grandchild (p.353). To many of the grandparents raising their grandchildren, their sacrifices are more than worth it. It is clear that despite the problems, most grandparents derive satisfaction from acting as parents to their grandchildren.

**How do the children fare?**

Just as there are difficulties and benefits associated with grandparents who take on the caregiving role, research has also shown that there are transitions for the children who have come to live with their grandparents as well. Although these transitions may often be viewed in terms of difficulties, there can be positive aspects.

In a recent study by Solomon and Marx using national data, children in their grandparent's care were compared with children in two-parent and single biological parent (including remarried family) homes. It was found that children being raised solely by their grandparents are healthier than children living in single-parent or remarried homes. In addition, such children have fewer behavioral problems and are better socially adapted. However, one concern that emerged was that these children performed lower academically, although the specific cause of this was unknown.

Research by Bell and Garner (1996) also indicates the benefits of "kincare" when children are removed from their family of origin. They report the potential to reduce trauma to children by placing them in the care of someone they know and trust in comparison to an unknown foster family. Grandparents who raise their grandchildren, for example, can "support the transmission of a child's family identity, culture, and/or ethnicity" while keeping children connected to their siblings. Finally, these authors report that such caregiving relationships can strengthen the ability of extended families to give each other the support they need.

Research by Shore and Hayslip, however, has indicated more troubling outcomes for children raised by their grandparents. Many custodial grandparents, compared to traditional grandparents, report increased rates of behavioral problems. This is true for boys more so than for girls. These researchers suggest this is because boys are exposed to more family conflict, and they are more vulnerable to stress. They are also more likely to be the children sent to live with grandparents in times of parental conflict. However, it is unknown whether behavioral problems are a result of stress in the child's family of origin or their present living situation with their grandparents. It should be noted that overall there has been little research specifically

conducted on how children may fare emotionally, socially, or academically while in the care of their grandparents.

**What are the legal issues?**

The legal issues that grandparents raising their grandchildren must cope with depend on the type of care they are providing-- specifically, whether they are 'custodial,' 'living with,' or 'day care' grandparents. Custodial grandparents either seek or are forced to enter into a legally recognized relationship with their grandchild. This is a serious step for the grandparent; it means that he or she will have both physical and legal rights and responsibilities for the child.

Legally recognized relationships open to grandparents are adoption, guardianship, certification as a foster parent, and powers of attorney. If the grandparent chooses adoption, all rights and obligations of the child's parents are terminated. This is often a difficult decision. Unless their child is deceased, it means that the grandparent must admit that their child is an unfit parent. Guardianship may be either permanent or temporary. Certification as a foster parent qualifies the caregiver for financial benefits on a par with other foster parents. They do not transfer legal custody. It is important for grandparents to understand the legal and financial implications of different types of formal and informal custody.

Grandparents who assume daily responsibilities for their grandchild but have no legal rights or duties face difficulties as well. Their living arrangements are often not recognized, and they are ineligible for state benefits. They may be viewed as "baby-sitting" their grandchildren. Because they have no rights, they must abide by the decisions of the child's parent. This may or may not be a difficult thing to do. Some grandparents are merely helping out the child's parents, and know the arrangement to be a temporary one. Others, though, worry about returning their grandchild to an abusive or neglectful environment; their lack of rights may be the impetus to seek legal custody. Seeking custody is a time consuming, expensive, and emotionally draining process. The courts are supposed to base their decision on the "best interests of the child" rather than the interests of the grandparent. However, the rights of the grandparents often come after the rights of the natural parent.

**What financial assistance is available?**

Many older adults, when faced with the expenses of raising a child, find that they are in need of financial assistance. In the past, the two primary sources of assistance were Aid to Families with Dependent Children (AFDC) and foster care stipends.

The *Personal Responsibility and Work Opportunity Act* was passed in 1996 by the United States Congress. It replaced AFDC with Temporary Assistance for Needy Families (TANF) programs. According to AARP (1997), these new programs are different from AFDC in the following ways:

*Time Limits for Receiving Aid. (States can limit eligibility to between 2 and 5 years).
*Work Requirements. (Individuals must find employment within 2 years of receiving aid.)

*Family Caps that limit the amount of money a family can receive over a lifetime.
*Home State Rules that place a 12-month restriction on receiving aid under a new state's program when individuals move between states. And,
*Legal Custody requirements in some states in order to receive aid for a child.

Some of these requirements may be waived through the use of "child only" grants. Such grants allow caregivers to receive money through TANF only for the child(ren) in one's care. States are not required to continue to offer these grants under TANF, but many still do.

Grandparents who become licensed foster care providers are eligible for foster care maintenance payments. In the past, these payments were often more than the amount provided by AFDC, which was a help to struggling grandparents. Some states will refuse foster care financial assistance for children placed with relatives. Grandparents who have been foster care providers and whom AFDC funded will be affected by welfare reform. Those who were funded by the foster care or child welfare system (Title IV-E funds) will not have to meet new requirements.

Other forms of assistance, such as Medicaid, SSI, Food Stamps, or Head Start programs, have in the past been available to grandchildren, regardless of whether or not their grandparents had custody of them. Again, the welfare reform laws have changed eligibility for these programs in the past year. It is important to note that Medicaid is not tied to TANF eligibility. As to SSI, the eligible diagnosis categories have been decreased. At this time, before providing information to others, it is best to contact local offices for the latest information. Also note that, at times, irrespective of eligibility, there may be difficulty in obtaining these benefits.

**What are some of the unanswered questions?**

There are many questions concerning grandparents who parent their grandchildren that remain unanswered. In fact, grandparents as parents is an area of research that only has emerged in recent years. As such, a large collection of literature has not yet been established, while the research that is available tends to focus on the negative aspects of caring for grandchildren.

To begin with, then, we need to learn more about the difficulties and benefits that may be common to all grandparents who parent their grandchildren. It would be helpful to also distinguish the factors that influence possible differences among grandparent caregiving populations as well. Some variables that might be important to an understanding of grandparent caregivers are race, marital status, income, employment status, and geographical setting.

Another area of future research that is needed is an exploration of how the age of both the grandparent and the grandchild may affect their relationship. We know very little about the differences between younger and older grandparent caregivers and the effects that each may have upon the development of their grandchildren. We also know little about the effects of differences in the ages of children when they come to live with their grandparents. These differences may have implications for both the caregiver and the children.

Gender is also an issue likely to be related to outcomes for both the child and the adult. Research has demonstrated developmental and behavioral differences between boys and girls, yet we know little about what this means for the grandparent caring for the child. The gender of the grandparent is also likely to have an important influence on the grandchild. Initial research suggests that children tend to benefit from the presence of a grandfather, though the reasons for this are not known. It may be that grandfathers are not only a source of strong affection, but provide a traditional authoritarian male gender role. The benefit may come from the likelihood that grandfather-headed families have more money available to them. Another explanation may be the presence of two adults in the home.

In terms of the children, research is only beginning to establish how children living with their grandparents fare in both the short and long term. There are many developmental aspects that merit additional research. In addition, more research is needed to examine the behavioral difficulties of grandchildren in grandparent care as compared to children in parental care.

Finally, information is also needed in regard to what coping strategies and resources are most effective and helpful for individuals, families, and communities. This information can then be applied to the development of public policy.

## What do grandparent caregivers need?

One of the most important questions in regards to grandparent caregiving may be how do you start meeting the needs of grandparent caregivers in your community? A good place to start is by asking them what they need. The next step would be to find ways to fulfill these needs either directly or by referral to available services and supports. The following grandparent caregiver's "wish list" is based on one published by Turner (1995) in the Family Resource Coalition Report.

**informational/educational needs:**

--Information on child development and parenting
--Information on parenting children with difficulties
--Library of books, pamphlets, and videos

**supportive needs:**

--Short-term respite services (child care co-located with other services or provided by a parent or cooperative)
--One-on-one or group counseling for grandparents and grandchildren
--Programs on stress reduction
--Peer support and mutual aid groups
--Telephone hotlines and "warm lines"

**financial & legal needs:**

--Advocacy on accessing public and private assistance and programs
--Toy, clothing, and equipment exchange or lending service

**public policy needs:**

--Activist organization through which grandparent caregivers can educate the public and lobby for increased services

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## Appendix D

## PRINCIPLES OF EVALUATION

| Evaluation Criteria (Fundamental Principles) | Items that could be considered as part of this criteria. |
|---|---|
| 1. Congruent with existing human development theory and practice. | • appropriate parenting skills are demonstrated<br>• material is appropriate to child's developmental level<br>• documentation of research exists for materials<br>• identifiable theory base exists |
| 2. Materials do not sanction psychological or physical abuse. | • opportunities exist for child-to-parent communication<br>• alternatives to corporal punishment are emphasized<br>• appropriate expectations are emphasized for children<br>• stress relievers for parents are offered and discussed |
| 3. Encompasses diversity in family structure and function. | • a variety of family structures are depicted<br>• materials are presented with sensitivity to all family structures<br>• parenting styles are identified and discussed<br>• opportunity exists for parents to explore the strengths of their family structure |
| 4. The curriculum is appropriate for intended audience. | • material presented is meaningful to the intended audience<br>• persons of color are portrayed in a variety of roles (leaders, narrator, facilitator, participants, observers, etc.) appropriate to the intended audience<br>• culturally relevant themes are presented (i.e. heritage, religion, economics, etc.)<br>• culturally-relevant family issues are realistically presented (i.e. discipline, consequences, sibling relationships, etc.) |
| 5. There is a range of socio-economic status portrayed. | • appropriate family activities are portrayed<br>• curriculum support materials are available, priced relative to the audience's ability to pay<br>• information is presented without condescending attitudes<br>• stereotypes are not used |
| 6. Technical aspects contribute to a useable curriculum. | • user-friendly<br>• video/audio are of adequate quality<br>• reading level is appropriate for intended audience<br>• language is appropriate for intended audience. |

*The above criteria have been adapted from fundamental principles established by the ParentLink Curricula Committee (1992).*

## Appendix E

### RECOMMENDATION FORM

The ParentLink Curriculum Review Committee will continue to meet to assess parenting materials. We would like you to recommend materials with which you are acquainted. Please share with us names and sources for materials intended for parents or persons supporting grandparents. To facilitate obtaining materials for review, please provide the following information.

Resource Name _____

Resource Model (Workshop, videotape, book, etc.) _____

Publisher/Source for Obtaining Materials:

Name _____

Street _____

City _____ State _____ Zip Code _____

Telephone Number _____

Approximate date of publication _____

Approximate cost _____

Parenting topics covered in this resource:

_____

_____

_____

_____

Why do you recommend this resource for our review?

_____

_____

_____

_____

Recommended by: _____

Address: _____

City, State, Zip: _____

In what capacity have you used this material? _____

_____

Thank you very much for your concern and attention. Please forward this form to: Carol Mertensmeyer, Director, ParentLink, 212 Whitten Hall, University of Missouri, Columbia, MO 65211. Fax: 573-884-4225.

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